SECTION IV: QUESTIONS ON IMPLEMENTATION
OF THE UPWARD BOUND INITIATIVE

Instructions: This section of the Upward Bound annual performance report is designed to gather information about projects' first year of implementation of the new Upward Bound Initiative (UBI). **Only Upward Bound projects that received supplemental funding under the UBI for implementation in 2004-05 should respond to the following questions. Projects that implemented the UBI in 2003-04 should not complete Section IV.**

Students must have met certain criteria to have been eligible to participate in UBI in program year 2003-04 or 2004-05. Specifically, they must have
● met the eligibility criteria for Upward Bound participation,
● attended a target school in which at least 50 percent of the students received free lunch under the National School Lunch Act during the 2001-02 or 2002-03 school year, and
● met at least one of the following criteria:
  (1) Scored below the state academic achievement standard for grade eight in reading/language arts; or
  (2) Scored below the state academic achievement standard for grade eight in math; or
  (3) Had a grade point average of 2.5 or less (on a 4.0 scale) for the most recent school year for which grade point averages were available.

1. How many of the students entering your Upward Bound project for the first time in the 2004-05 program year met the UBI criteria cited above? Please provide separate counts for (1) students served with the UBI supplemental funds and (2) Upward Bound students who met the UBI eligibility criteria, but who were not supported with UBI supplemental funds.

	Number of UBI-funded students	Number of students eligible for UBI, but not funded under UBI
9th grade or rising 9th grade students		
10th grade students		
11th grade students		
12th grade students		

2. Did the project hire new staff members, or expand existing staff members' hours, in order to serve students funded by UBI?

___ Yes
___ No
___ Unknown

If yes, how many fulltime equivalents (e.g., .25 FTE, 2 FTE) were added? (If the project added part-time and/or temporary staff, please estimate the portion of an FTE that this work represented, and include it in your answer.) ___

If yes, what services did the new staff members or expanded staff hours provide? Please check as many as apply.

        ___Tutoring
        ___Instruction
        ___Remedial instruction
        ___Assessment
        ___Academic advisement
        ___Counseling
        ___College awareness and assistance with applications and financial aid
        ___Family activities
        ___Career awareness
        ___Services for Limited English Proficient students
        ___Prevention and social development programs
        ___Administration
        ___Other (specify):_____

3. Please rank the three most successful methods you used in program year 2004-05 to recruit students for participation in your Upward Bound project. If you don't know the recruitment methods used, simply indicate "unknown."   Please consider each group of students (i.e., those in each column) separately so that "1," "2," and "3" will appear in *each column.*

        (1 = most successful; 2 = second most successful; 3 = third most successful)

	UBI-funded students	UBI-eligible students, not UBI-funded	Upward Bound students, not UBI-eligible
Classroom presentation			
Assembly presentation			
Presentation at community-based organizations			
News stories/ads			
Radio ads			
Project's Web site			
Teacher recommendations			
Guidance counselor or principal recommendations			
Word of mouth/informal network			
Recruited from within existing pool of UB participants		NA	NA
Other: please specify_____			
Unknown			

4. Did your project's delivery of services to students eligible for UBI (whether or not funded by UBI) differ from your delivery to non-UBI-eligible students?

        ___Yes
        ___No

If "no," continue to question 5. If yes, please use the table below to indicate for which services your delivery differed and how the services differed. If service was *intensified*, please choose one or more of these options:

    A. More favorable staff-to-student ratio
    B. Increase in time devoted to service (e.g., more hours of instruction or counseling)
    C. Technological support
    D. Addition of field trips

If the service was *redefined*, please select one or more of these options:

    A. New content was included
    B. New instructional methods were employed
    C. New assessment methods were used
    D. Computer-assisted instruction was added

If delivery of a service was *less intense or eliminated altogether* for UBI-eligible students, simply check the last column for that service.

If appropriate, you may indicate that a service was both intensified and redefined. For example, if you delivered reading instruction for more hours per week per student to UBI-eligible participants, and if you used new methods to do so, in the "Reading instruction/tutorials" line you would enter "B" in both the second and third columns.

Enter information only for those services for which delivery was different for UBI-eligible students.

Service	Service was *intensified* for UBI-eligible students	Service was *redefined* for UBI-eligible students	Service *was less intense or eliminated* for UBI-eligible students
Mathematics instruction /tutorials			
Science instruction/tutorials			
Foreign language instruction/tutorials			
English instruction/tutorials			
Reading instruction/tutorials			
Services to assist Limited English Proficient students with language issues			
College entrance exam preparation			
Personal counseling			
Prevention programs to reduce risky behaviors			
Social development activities			
Academic advising			

Service	Service was *intensified* for UBI-eligible students	Service was *redefined* for UBI-eligible students	Service *was less intense or eliminated* for UBI-eligible students
Peer counseling/mentoring			
Professional mentoring			
Study skills			
Cultural activities			
Career awareness			
Assistance with college admissions and financial assistance			
Family activities			
Target school advocacy			
Work study			
Employment			
Other: please specify:			

5. Have you offered any **new** services specifically to meet the needs of the UBI-eligible students (whether or not funded by UBI)? Please check all that apply.

       ___ No, the same services were offered
       ___ Remedial instruction in mathematics
       ___ Remedial instruction in reading and/or language arts
       ___ Remedial instruction in science
       ___ Services to assist Limited English Proficient students with language issues
       ___ Prevention programs to reduce risky behaviors
       ___ Social development activities
       ___ Other: please specify:_____
       ___ Unknown

6. Of UB students eligible and not eligible for UBI, which group participated in the following services more intensively in program year 2004-05? Think about which group was more likely **both** to participate in the services **and also** to be a more frequent user of the services. Check only one box per row.

	UBI-eligible students, funded by UBI or not	Upward Bound students, not UBI-eligible	No observed difference
(1) Tutoring	☐	☐	☐
(2) Remedial instruction in mathematics	☐	☐	☐
(3) Remedial instruction in reading	☐	☐	☐
(4) Remedial instruction in language arts	☐	☐	☐
(5) Remedial instruction in science	☐	☐	☐

(6) Services to assist LEP students with language issues	☐	☐	☐
(7) Personal counseling	☐	☐	☐
(8) Academic advising	☐	☐	☐
(9) Study skills	☐	☐	☐
(10) Career awareness	☐	☐	☐
(11) Campus visitation	☐	☐	☐
(12) Family activities	☐	☐	☐
(13) Award of stipend	☐	☐	☐
(14) Prevention programs to reduce risky behaviors	☐	☐	☐
(15) Other: please specify:	☐	☐	☐

7. Based on your experience in implementing the UBI Initiative in program year 2004-05, please rank the three biggest challenges you faced. Please consider each group of students (i.e., those in each column) separately, so that "1," "2," and "3" will appear in *each column*.

(1 = greatest challenge, 2 = second greatest challenge, 3 = third greatest challenge)

		UBI-funded students		UBI-eligible students, not UBI-funded		Upward Bound students, not UBI-eligible
(1) Recruiting the required number of students		☐		☐		☐
(2) Retaining students in the program		☐		☐		☐
(3) Dealing with problem behaviors		☐		☐		☐
(4) Assessing students' academic needs		☐		☐		☐
(5) Providing sufficient academic services at students' level		☐		☐		☐
(6) Providing an adequate level of social services		☐		☐		☐
(7) Other: please specify:		☐		☐		☐
(8) Other: please specify:		☐		☐		☐

8. Based on your experience, what are the three most important obstacles to the project's retaining UBI-eligible and non-UBI-eligible students in the UB program, and to the students' completing high school and enrolling in college? Please consider each group of students (i.e., those in each column) separately so that "1," "2," and "3" will appear in *each column*.

(1 = most important obstacle; 2 = second most important obstacle; 3 = third most important obstacle)

	UBI-funded students		UBI-eligible students, not UBI-funded		Upward Bound students, not UBI-eligible
(1) Deficiencies in reading comprehension and vocabulary					
(2) Deficiencies in writing skills					
(3) Deficiencies in communication skills					
(4) Deficiencies in math and science skills or knowledge					
(5) Deficiencies in higher-order thinking skills					
(6) Peer group pressures					
(7) Teachers' or administrators' low expectations of students					
(8) Students' low expectations of themselves					
(9) Lack of support from parents or family					
(10) Family responsibilities					
(11) Students' need to obtain income					
(12) Students' moving out of target area					
(11) Other: please specify:					

9. **Optional:** The Upward Bound program welcomes any additional comments the project may wish to make on implementing the Upward Bound Initiative.